

**Please
Sit
by
Grade
Level**

Steps to Respect **Curriculum Orientation Training**

Goal and Agenda

The goal of this session is to:

Prepare you to teach the *Steps to Respect* curriculum.

Session Agenda:

Curriculum Overview

Lesson Exploration

Teaching Strategies

Closure

Lesson Teaching Time Guidelines

Level I Skill Lessons	10, plus 1 review	20–30 minutes for each of three parts
Level I Literature Lessons	8 (<i>Eagle Song</i>) 10 (<i>Yang the Third...</i>)	30–40 minutes, excluding reading time 30–40 minutes, excluding reading time
Level II Skill Lessons	10, plus 1 review	20–30 minutes for each of three parts
Level II Literature Lessons	10 (<i>Blubber</i>) 10 (<i>There's a Boy...</i>)	30–40 minutes, excluding reading time 30–40 minutes, excluding reading time
Level III Skill Lessons	10, plus 1 review	20–30 minutes for each of three parts
Level III Literature Lessons	7 (<i>The Well</i>) 10 (<i>Crash</i>)	30–40 minutes, excluding reading time 30–40 minutes, excluding reading time

Skill lessons were designed to be taught sequentially at a pace of one per week to allow adequate time for student skill practice.

Each lesson is divided into three parts. Parts 1 and 2 may be taught together in one longer teaching session.

Part 3 of each lesson is designed to be taught *two to three days after* Part 2.

At each level, select one book and corresponding literature lessons. Literature lessons can be presented at a pace reasonable for you and your students.

Allow approximately 30 minutes to prepare to teach each lesson.

Behavioral skills training involves:

- Identifying a behavioral skill.
- Breaking the behavioral skill into specific steps.
- Modeling the specific behavioral skill steps.
- Guiding students in practicing the specific behavioral skill steps.

Skill Steps for Joining a Group

- Stand nearby, look, and listen.
- Say something positive or ask questions.
- Ask to play or join.
- Say something helpful or find a way to help.
- Ask again to play or join.

Tips for Successful Skill Practices

- Give clear directions.
- Provide a model of the skills.
- Focus students' practice on the specific skills being taught.
- Allow students to practice non-bullying behaviors only.
- Monitor the skill practice and provide coaching when necessary.
- Keep skill-practice sessions short (one to two minutes). As soon as the targeted skill is performed, stop the practice.
- Use the discussion questions provided to help students evaluate their demonstrations of the skills.